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ABSTRACT

One of eight sections of a handbook for use by vocational teacher educators in improving vocational teacher education linkage with business, industry, and labor, this third section is designed to promote the use of the cooperative internship approach to utilizing resources of the private sector. (Cooperative internships, as defined here, encompass the period of time spent in business, industry, or other agencies for the purpose of providing the intern with supervised occupational or professional experiences, with or without a salary.) Although the guidelines are intended for use by faculty members of vocational teacher education departments, the materials are considered easily adaptable for use by vocational educators at the postsecondary and secondary levels. An introduction outlines the whole handbook and lists behavioral objectives for this section. Basic activities common to most cooperative internships are described as a model approach. Then suggested alternative forms and procedures are presented to aid departments in developing plans that are unique to their own situation. A chapter on administrative details deals with the investigating and establishing of policies and procedures and contains a checklist of planning steps. (JT)

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BUSINESS-INDUSTRY-LABOR LINKAGES: A Handbook for Improving Personnel Development Programs

Handbook Section #3

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COOPERATIVE INTERNSHIPS

ESTABLISHING COOPERATIVE INTERNSHIP PROGRAMS INVOLVING BUSINESS, INDUSTRY, AND LABOR

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Improving Vocational Teacher Education Department
Linkages with Business, Industry, and Labor

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

June 1977

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FOREWORD

Continuing advances in technology, changing employment opportunities, and changing work requirements demand that vocational teacher educators establish linkages with the private sector in order to keep up-to-date in their efforts to support relevant education programs for youth and adults. It is recognized also that in developing these linkages, vocational educators can be helpful to their business, industry, and labor counterparts.

Educators must share their concerns for the design and maintenance of viable vocational education programs. Giving visibility to effective strategies and working arrangements will help spread the practice of utilizing business, industry, and labor inputs and, in the process will greatly strengthen the possibilities of placing vocational education graduates in satisfying and rewarding careers.

These eight handbook sections are a response to the need for direction and suggestions in increasing business, industry, and labor inputs into vocational teacher education programs. The guidelines contained in the handbook sections are intended for use by faculty members of vocational teacher education departments, but the material is also easily adaptable for use by vocational educators at the post-secondary and secondary levels.

A strength of these handbook sections is the interest and involvement of vocational education teacher educators across the nation. Appreciation is expressed to the many educators who contributed materials and reviews of the initial drafts. Center staff involved in the development of the Resource Handbook sections include Dr. Richard Dieffenderfer, project director, Ms. Lee Kopp, and Mr. Orest Cap.

Robert E. Taylor
Executive Director
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Preface

Resource Handbook Development

The Resource Handbook for improving vocational teacher education linkage with business, industry, and labor was prepared as resource materials for an EPDA Training Workshop conducted at The Center for Vocational Education, April 18-19, 1977. The training workshop and resource materials development work are part of the activities of a Center project sponsored by the U.S. Office of Education and the Ohio Department of Education, Division of Vocational Education under EPDA Part F, Section 553 as a national priority project entitled: "Improving Business, Industry, Labor Inputs into Personnel Development Programs."

The Resource Handbook has been prepared based on information gathered during literature searches, contributions of individual vocational teacher educators, inputs from the project planning committee and work session review panel, and the development effort and adaption by project staff of ideas thought most appropriate to the needs of vocational teacher education departments. The choice of the eight topics developed in each of these handbook sections was based on the stated needs of respondents to a national survey of vocational teacher education departments conducted as part of project activities for identifying existing business, industry, and labor linkages.

The development of the resource handbook for improving vocational teacher education department linkages with business, industry, and labor was guided by several basic objectives. These included a desire to:

1. Identify various types and sources of information appropriate to the business, industry, and labor interests of vocational teacher education departments;

2. Describe for vocational teacher educators appropriate ways to access and utilize selected business, industry, and labor information resources; and

3. Organize and present resource information in a way that encourages its use in meeting the business, industry, and labor linkage objectives of vocational teacher education departments.

The eight topics featured in the Resource Handbook sections include:

#1 Staff Development:
Creating a Staff Development Plan for Business, Industry, and Labor Involvement.

#2 Advisory Committees:
Utilizing Business, Industry, and Labor Advisory Committees.

#3 Cooperative Internships:
Establishing Cooperative Internship Programs Involving Business, Industry, and Labor.

#4 Personnel Exchange Programs:
Establishing Personnel Exchange Programs Involving Business, Industry, and Labor.

#5 Workshops:
Involving Business, Industry, and Labor Through Workshop Programs.

#6 Site Visits:
Conducting Business, Industry, and Labor Site Visits.

#7 Resource Persons:
Involving Resource Persons From Business, Industry, and Labor.

#8 Program Support:
Securing Program Support for Business, Industry, and Labor Involvement.

Resource Handbook Feedback

The development of this type of resource handbook series needs the continual input of fresh ideas and reactions in order to make the final product as useful as possible to vocational teacher educators. Inside the back cover of each of the Resource Handbook Sections there is a feedback reaction sheet for submitting your suggestions for improving business, industry, labor, and education linkages. Your ideas are wanted concerning:

1. Suggestions for other linkage ideas and approaches;
2. Linkage problems that are unique to various types/sizes of teacher education departments;
3. Suggestions for references and resource materials;
4. Identification of additional planning steps and procedures; and
5. Additional comments.

Your professional contribution to cooperative efforts with business, industry, and labor is appreciated.

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Contents

Introduction

Need Statement 3.1

Contributions/Benefits 3.1

Handbook Section Overview 3.2

Developmental Objectives 3.2

The Cooperative Internship Approaches

Model Procedures 3.5

Planning/Preparation Required 3.6

Resources Required 3.14

Alternative Approaches

Other Procedures and Purposes 3.17

Special Themes/Topics 3.19

Administrative Details

Examine Existing Policies/Procedures 3.21

Establish Policy/Procedures 3.21

Planning Steps Checklist 3.23

Planning Notes 3.25

Selected References 3.35

Resource Materials 3.37

Introduction

This part of the handbook section provides an overview of the cooperative internship approach to utilizing business, industry, and labor inputs. The introduction begins with a need statement for the use of cooperative internships in vocational teacher education programs, followed by a statement of the benefits and contributions of cooperative internships to vocational educators, an overview of the parts of this handbook section, and a list of objectives for department faculty that use this handbook section.

Need Statement

Our country, in this era of rapidly changing technologies, needs more and better qualified teachers to help train more effectively our nation's manpower. We need to be aware that adequate preparation of vocational teachers is of vital importance in the continued delivery of quality education in vocational programs. An internship, properly sponsored and coordinated by a teacher training institution in cooperation with business, industry, labor, and other agencies can assist in the development of competent vocational teachers.

Universities must play an important role in developing that awareness. Leaders in the institutions of higher learning and in the work places as well, need to recognize the mutually beneficial results of active business/industry/labor education cooperation.

Contributions / Benefits

A number of benefits to the intern, institution, and sponsor can be derived from implementation of a cooperative internship program. The following are possible benefits:

- In-service and preservice teachers may earn while they learn;
- Promotes business, industry, labor and vocational education;
- Develops the concrete concepts helpful to subsequent theoretical instruction;
- Broadens the work experience of pre- and in-service teachers which may be uneven and/or limited in depth and breadth;
- Allows interns to associate with businessmen and craftsmen so that an exchange of ideas can benefit the intern in his work;
- Interns can observe, first hand, changes which may reflect new skills and knowledges related to his service area;

- The intern obtains an overall picture of business and industry procedures and processes; and
- Allows for closer cooperation between all parties involved.

Handbook Section Overview

Cooperative Internships, as defined in this section, encompasses the period of time spent in business, industry, or other agency for the purpose of providing the intern with supervised occupational or professional experiences. The intern may or may not receive a salary. Industry-education exchange programs for department faculty and staff are not included in this definition.

This handbook section is sub-divided into the following parts:

- Introduction—This part of the handbook section contains a need statement, a statement of the contributions and benefits of this approach to the department faculty, an overview of the handbook section, and a list of objectives for the handbook section.
- The Cooperative Internships Approach—Included in this part are descriptions of the basic activities that are common to most cooperative internships.
- Alternative Approaches—Suggested alternative forms and procedures are presented in this section to aid departments in developing plans that are unique to their own situations.
- Administration Details—Part of planning involves investigating and establishing policies and procedures. This part contains suggested items to consider.
- Planning Notes—This part is a step by step listing of ideas designed to help the faculty develop plans for the effective use of cooperative internships by their department.
- Selected References—References in this part include sources of information used in the handbook section as well as additional references that may be helpful to your department.
- Resource Materials—The example materials contained in this part are illustrative of the types of materials you may be developing as part of your department's involvement with cooperative internships.

Developmental Objectives

This handbook section is designed to promote vocational teacher education department *linkages with business, industry, and labor* through the use of cooperative internship techniques. Based on the reading, adapting, and implementation of the strategies and techniques presented in this section, department staff will be able to more effectively:

1. Design and implement cooperative internships;
2. Develop criteria for cooperative internship based on department linkage goals;
3. Assess how well cooperative internship experiences are being used by the department;
4. Select appropriate cooperative internship strategies for your department;
5. Prepare a department plan or procedures for pre-service and in-service teachers;
6. Locate and utilize available reference materials; and
7. Design and prepare appropriate aids to assist in planning, coordinating, and evaluating cooperative internship activities.

This handbook section is one of an integrated series of eight sections designed for vocational teacher education departments interested in more effectively utilizing local or national business, industry, and labor resources in their personnel development programs.

Cooperative internships properly organized and managed can be an effective and valuable method of professional development for vocational educators both for preservice and in-service development.

The Cooperative Internship Approach

The Cooperative Internship Approach part of this handbook section will describe basic activities that are common to most cooperative internships. A model procedure for establishing, supervising, and evaluating cooperative internships will be described under Planning/Preparations Required. This will be followed by Resources Required where budget and personnel resources are discussed.

Model Procedures

A variety of practices have been utilized in the operation of internship programs; however, basic program policies, guidelines, and basic decisions are essential for any vocational department interested in implementing a program of internship training. The model procedure for establishing a cooperative internship program as part of a vocational teacher education program may include the following basic elements:

- Advisory committee;
- Dissemination of information;
- Application for internship;
- Assessment of competence;
- Interview applicants;
- Selection of interns;
- Locating and selecting training stations;
- Internship training plans;
- Orientation program for interns and coordinator;
- Supervision and coordination of activities;
- Monitoring internship activities;
- Evaluation of internship experiences; and
- Credit for internship.

Planning / Preparation Required

Basic planning is the first essential aspect when designing an internship program. A great amount of this planning is accomplished with the help of selected individuals from university/college staff, State Department of Education, business, industry, and labor. Selected individuals must not only be interested in internships but also because of their expertise, varied backgrounds, and abilities can contribute to the objectives of the program.

Advisory Committee

An advisory committee is a helpful asset to an internship program. The following elements must be considered if you intend to utilize an advisory committee:

- Determine the committee size (five to ten members is a workable size);
- Select individuals with expertise in related fields;
- Appoint each member for a one-year period and develop a rotating plan of membership;
- Determine the number of meetings to be held each year;
- Develop agenda prior to each committee meeting; and
- Determine the role of the internship advisory committee.

Committee members involved in such a program can be of help in many ways. The following list suggests possible roles:

- React to issues and concerns regarding the operation of the program;
- Give input into basic decisions regarding the operation of such a program;
- React to concepts and practices proposed regarding the internship program;
- React to policies proposed relative to the internship program;
- Discuss placement opportunities;
- Review sample forms and coordinating techniques;
- Assist in disseminating to the community vital information regarding such a program; and
- Help identify or revise program objectives.

NOTE: Refer to the *Advisory Committees* handbook section for any additional information.

Dissemination of Information

Information about the internship program and its objectives should be presented and circulated widely among pre- and in-service teachers as well as the business community. Such effort, if done several months in advance, can assure a good source of potential interns. Some recommended dissemination approaches follow:

- Prepare program information sheets and AV presentation;
- Circulate information related to the program among university faculty and staff;
- Create awareness among university faculty and staff;
- Hand out materials at professional meetings;
- Present information to undergraduate students;
- Contact potential employers;
- Contact former interns if program has already been in operation;
- Attend teacher's conferences;
- Prepare articles for journals-newspapers;
- Hold meetings with several statewide agencies; and
- Maintain personal contacts with executive officers of related associations.

A sample internship information sheet is included in Resource Materials (Figure 3.1).

A sample newspaper article is included in Resource Materials (Figure 3.2).

Application for Internship

Once potential interns have been contacted they should fill out an application form and submit it to the program director. The applicant should provide information that will allow him/her to be judged according to the selection criteria. Information to be collected may include:

- Name, address, and present position;
- Past work experiences;
- Education completed;
- Activities in which he/she would like to participate;

- Reason for his/her desire to participate; and
- Other pertinent data.

A sample application for internship is included in Resource Materials (Figure 3.3).

Interview Applicants

Once an applicant has submitted the necessary information a personal interview should be scheduled as soon as possible with the program director. The director or selection committee appointed by him/her should examine the individual's qualifications in relation to the selection criteria. Discussion might focus on:

- Personal qualifications;
- Needs;
- Future aspirations;
- Specific goals;
- Ability in human relations;
- Desire to accept the role of a learner; and
- Acceptance of constructive criticism.

Sample questions that are helpful for interviewing prospective candidates are included in Resource Materials (Figure 3.4).

A sample worksheet to provide a summary of a candidate evaluation is included in Resource Materials (Figure 3.5).

Assessment of Competence

The major purpose of the program is to provide opportunities for interns to acquire new and/or up-to-date competencies in their field. These competencies, however, may be technical, managerial, and/or academic. A self-assessment inventory based on skills and knowledge related to the job can help the intern, sponsor, and the employer verify and focus on acquired and/or needed competencies.

A portion of an intern task and skill self-assessment is included in Resource Materials (Figure 3.6).

Selection of Interns

Upon completion of the candidate's interview, the director or selection committee may accept the candidates suitable for such a program. The applicant's qualities and the potential for benefiting

from such an internship experience should be considered in the selection. In addition to the aforementioned conditions, the following aspects can be considered:

- Desire to pursue additional competencies;
- Previous knowledge that will facilitate his/her entrance into his/her area of interest;
- Positive concern for developing and improving new programs in vocational education; and
- Part of required program.

The size of the group should be based on any or all of the following items: availability of the staff supervision, stipend funds, number of training stations and travelling to the internship site.

Locating and Selecting Training Stations

Once the candidates have been accepted and an assessment of their desired proficiencies determined, potential employers who may be able to provide internship stations should be contacted. Interns may also individually locate appropriate training stations; however, a final assessment should be made by the director of the program. An advisory or consulting committee can also be a valuable source of assistance.

The program director and the employer who has expressed an interest to participate in such a program should meet to review the internship program and the responsibilities of various persons involved.

The following guidelines can help evaluate potential training sites:

- The setting must be able to provide experiences needed by the intern.
- The location must be able to provide a wide variety of experiences.
- The employer exhibits support for the program.
- The employer must make provisions for providing workmen's compensation.
- The employer must be able to provide needed supervision for the intern.
- The employer must be able to provide necessary work hours for the intern and provide safe working conditions.
- The setting should expose the intern to the latest developments.

NOTE: A survey of the possible agencies, institutions, businesses, and industries willing to participate and cooperate in the program should be made in the initial planning stages.

Internship Training Plans

Once training station has been located and the cooperating firm or agency indicates interest in placing the intern, an interview between the potential supervisor, employer, intern and director of the program should be arranged. The following details should be discussed during such an interview:

- Decide if the selected training site would be beneficial to the intern.
- Verify if the experiences that will be provided by the cooperating firm match the intern's goals and desires.
- If an agreement is reached, then procedures must be initiated to formulate a detailed guide or training plan for the intern and the supervisor.
- When developing a training plan, involve the intern, employer, and program director.
- Describe in writing the responsibilities of all parties involved in this program.
- Include procedures for revising or expanding the training plan.
- Agreements should be consistent with the policies and practices of the employing agency and the sponsoring university.
- Mutually agree upon the duration of the internship, amount of compensation to be provided, and the hours of work.

A sample agreement is included in Resource Materials (Figure 3.7).

Follow-up to site visit. Confirmation of details of the cooperative internship and an outline of the training agreement should be included in follow-up letter to the company, with a copy sent to any necessary administrators at the university.

A sample intern assignment description is included in Resource Materials (Figure 3.8).

Orientation Programs for Interns and Coordinator

Prior to assuming on-the-job duties, a candidate who will participate in the internship experience should be informed of the responsibilities placed on him by his employer and the university. The candidate should:

- Strive to develop good human relations;
- Seek out information related to his training program;
- Become familiar with his training site; and
- Familiarize himself with all the rules of the employer and the program.

Such an orientation can be accomplished on an individual basis or with others participating in this program.

The business-industry supervisor responsible for the intern must also be provided with an informal orientation prior to the initial phases of each internship. Such an orientation can help reduce any misunderstandings which might occur at a later date. The supervisor assigned to the intern should:

- Guide the intern in his assignments;
- Establish a friendly and cooperative relationship with the intern;
- Be aware of the intern's needs and goals;
- Familiarize the intern with the structure and operations of the business;
- Familiarize himself with the intern's qualifications; and
- Stimulate an appreciation of the informal relationships that occur in the business.

A sample agenda for intern orientation is included in Resource Materials (Figure 3.9).

Supervision and Coordination of Activities

Essential components of any internship program are supervised visits to the training sites and the coordination of internships. Such visits indicate interest by the college/university in the intern's assignment and provide feedback as to the intern's development on-the-job. Determining the frequency of such visits rests with the employer, intern, selected training site, and particularly the time of year. As a general rule, bi-weekly visits by the program coordinator are recommended. In some instances, however, variations are necessary requiring, therefore, the program coordinator to visit at least once per month. During the visit the coordinator should meet with the employer and the intern, and give both the opportunity to express their opinions concerning necessary changes to be made in the internship. Visits by the program coordinator throughout the internship can provide:

- An excellent public relations activity;
- An assurance of continuing participation of the employer in future internship placement;
- An opportunity to secure materials;
- An occasion to examine if the activities identified in the training plan are being performed;
- An opportunity to identify needed changes to be made in the training plans;
- An opportunity to evaluate the intern's human relation skills and overall capabilities;
- A chance to counsel or advise interns; and
- An occasion to coordinate education and work experiences.

A sample coordinator's site visit report is included in Resource Materials (Figure 3.10).

Monitoring Internship Activities

The operation of an internship program requires the recording of daily/weekly activities that occur. The intern can best monitor his own daily activities related to the training plan. The information provided through various reports can help the program coordinator assess the intern's progress and experience, accomplishments, educational growth, adaptation to the job, and good human relations abilities. The following types reports or logs may be required:

- Completed by interns
  - –Daily work log
  - –Weekly work log
  - –Progress Report
  - –Monthly Report
- Completed by employers
  - –Monthly Report
  - –Confidential Progress Report
- Completed by coordinators
  - –Weekly Report

A sample intern activity report is included in Resource Materials (Figure 3.11).

Evaluation of Internship Experience

A well conceived internship program must include some form of evaluation for determining the value of the internship experience to the participant. This can be achieved through:

- Reports submitted by the interns;
- Visits by the coordinator with the interns;
- Employer's feedback;
- Employer's final evaluation; and
- Follow-up studies to evaluate the overall program.

When all evaluation data is gathered a plan must be developed to merge the evaluation. Review of program procedures is another necessary and useful dimension which needs to be given attention. The following elements may be included:

- Review forms completed by the intern;
- Review forms completed by the supervisor;
- Review forms completed by the primary coordinator;
- Review plan for screening and selecting applicants;
- Review plan for internship experiences;
- Review format for internship products;
- Review probable internship assignments;
- Review internship placement problems; and
- Review evaluation schemes and evaluation instruments.

A sample of a program participant evaluation form, an employer evaluation of an intern form, and a program participant follow-up form are included in Resource Materials (Figures 3.12, 3.13, and 3.14).

Credit for Internship

Usually, cooperative internships are a part of, and not apart from, the preservice and the in-service program of a department. In that the internship is under direct supervision of the department, the allocation of university credit for internships is justified.

The amount of credit to be awarded for internship experiences depends usually on two aspects:

- Quantitative
  - —Number of hours worked
- Qualitative
  - —Detailed internship training plan;
  - —Nature and variety of work performed; and
  - —Assessment by the coordinator through supervised visits.

The general guideline used for granting credit is to award one hour of university credit for each 100 hours of approved supervised work accomplished. The grading system for credit is usually indicated by S (Satisfaction) or U (Unsatisfactory); however, grades A through F are also utilized in some instances.

Resources Required

The following resources are necessary for the successful operation of a cooperative internship program.

Budget

An adequate source of continuous funding must be established for the operation of the internship program. This budget should be sufficient enough to assure the costs for:

- A program director;
- Investigation of prospective employers;
- Recruitment of interns;
- Secretarial services;
- Office supplies;
- Advertisement;
- Travel to site;
- Telephone service;
- Supervision-coordination of activities; and
- Substitute compensations when teachers are released.

NOTE: Tips on how to obtain funds can be located in the *Program Support* handbook section.

Faculty Status for Coordinators

A full time intern coordinator position may be created in the department. The individual assigned to such a position should be granted full faculty status. With the appointment of such a coordinator:

- Responsibilities are fixed;
- Results and budget are more likely to be forthcoming;
- Closer attention would be given to the continual expansion of the program; and
- When combined with an advisory committee, this approach can be quite effective.

Advisory Committee

An existing department advisory committee can be utilized in the cooperative internship program or a separate advisory committee might be organized to aid in planning, implementing, and evaluating the program. If you desire to obtain more information about advisory committees, refer to the *Advisory Committees* handbook section.

Involving Local Vocational Teachers

Local vocational teachers can help serve as intern coordinators and, thereby, could assume a very important role in the internship program. Intern coordinators can help:

- Assist in the selection of training sites;
- Assist in the placement of interns;
- Assist the intern in adjusting to the work setting; and
- Assist with the coordination of the intern's training.

Financial Assistance

A plan to provide financial assistance to the interns may be required in order to attract participants. Procedures must be set up concerning the awarding and distribution of such payments. Some financial plans may include:

- Stipends;
- Fellowships;
- Scholarships;
- Industry would pay for any work done by the intern;
- Intern should not receive regular full pay and monies beyond normal expenses for travel and meal expenses; and
- Handle payments of released instructors such as for jury duty or military duty.

Alternative Approaches

Alternative forms and procedures for cooperative internships are presented in this section. Alternatives presented include conference calls, scheduling, and the consortia approach. Special themes/topics related to cooperative internships are included at the end of this part of the handbook section. These suggestions should aid departments in developing plans that are unique to their own situation and needs.

Other Procedures / Purposes

Internships come in many different forms. It's therefore wise to decide on which form can effectively meet your need. The following are possible variations:

- Industry-education exchange programs;
- Internships for persons who have no teaching experience;
- Internships for educators who need other kinds of experiences in educational settings;
- Internships in business or industry for individuals who need preservice or in-service experience.

Conference Call Approach

As an alternative to the bi-weekly/monthly visit as for example, when travel time to the site is too long, the intern's activities can be successfully coordinated by holding a telephone conference call. The operator in your area can set up this conference call and get all participants on the line simultaneously.

Such a conference, however, necessitates careful planning. An added advantage of such an arrangement is that everyone gets to talk to everyone else.

NOTE: If you desire additional information on conference calls refer to *Resource Persons* handbook section.

Scheduling

Internship programs can be structured to fit various schedule arrangements such as:

- Full-time internship and seminar or conference;
- Full-time on the job and all courses available in the late afternoon hours;

- Part-time internship;
- Other periods; and
- Summer breaks.

Consortium Approach

An alternative approach to developing a departmental cooperative internship program is to establish a consortium of several universities. A consortium approach might, also, involve secondary and post-secondary schools as well as other teacher education departments. The consortium could:

- Serve as a coordinating agency;
- Help locate a pool of training sites;
- Help place program participants; and
- Help supervise interns.

Special Themes / Topics

In implementing a cooperative internship type program for pre and/or in-service teachers it is useful to explore a variety of alternative approaches before selecting what is best for your department. Included below are some suggestions for themes, topics, and groups that might be part of a cooperative internship program involving business, industry, and labor representatives. This is the start of a brainstorming list; you are encouraged to add to it:

1. Seek placement as an instructor in the training department of a company;
2. Assist in apprentice training programs;
3. Become involved in teacher training for apprentice instructors;
4. Study the benefits of involvement in cooperative internship programs;
5. Organize an orientation workshop for teacher participants and cooperating business, industry, labor representatives;
6. Participate in private non-profit skill training programs for disadvantaged and special groups;
7. Serve as an instructor in correctional institution training programs;
8. Broaden experience through placement in emerging occupations or other non-traditional vocational education areas;
9. Choose experiences needed to upgrade teacher technical skills;
10. Establish procedures for an on-going search for cooperative internship program sites;
11. Conduct assessment with pre- and in-service teachers of the types of experiences they desire;
12. Direct effort at evaluation of placement procedures and value of internship experiences.

Use the remaining space to add your own ideas:

_____

_____

_____

_____

_____

_____

Administrative Details

This part of the handbook section contains suggested items to consider in investigating and establishing policies and procedures. These items are followed by a Planning Steps Checklist which gives an overview of the major items to be considered in planning cooperative internships.

Examine Existing Policy / Procedures

The following items need to be examined in order to develop procedures/guidelines for cooperative internship programs:

- University/college clearance procedures;
- Opinions of representatives of the department, faculty, staff;
- Costs benefits of such a program;
- Available financial resources;
- Local labor agreements;
- Liability, accident, and health coverage;
- Reimbursement obligations; and
- Salaries.

A sample health, services, accident, and liability coverage statement is included in Resource Materials (Figure 3.15).

Establish Policy / Procedures

The following policies and procedures need to be developed or incorporated into the guidelines for cooperative internships:

- Criteria for intern participation;
- Criteria for promotion, work load, tenure, and/or professional recognition of individuals involved;
- Insurance coverage;

- Criteria for selecting appropriate sites;
- Criteria for establishing employer contacts;
- Financial responsibilities related to program; and
- Criteria for establishing work agreements.

Planning Steps Checklist

The purpose of the Planning Steps Checklist is to give an "at a glance" listing of the major specific items that are involved in planning for the use of cooperative internships to increase business, industry, and labor inputs into vocational teacher education programs.

- ☐ Determine internship costs and values
- ☐ Determine faculty and administrative support
- ☐ Determine program director
- ☐ Confirm advisory committee members
- ☐ Determine program objectives
- ☐ Determine responsibilities of the employer, coordinator, intern
- ☐ Determine dissemination of information
- ☐ Determine application procedures for internship
- ☐ Assess competencies
- ☐ Interview applicants
- ☐ Select interns
- ☐ Locate and select training sites
- ☐ Set conditions for financial compensation and time schedules for internships
- ☐ Develop internship training plans
- ☐ Develop probable internship assignments and agreements
- ☐ Examine liabilities of personnel and intern involved
- ☐ Orient intern and sponsor
- ☐ Supervise and coordinate internship activities
- ☐ Monitor internship activities
- ☐ Evaluate internship experiences

3.24

- ☐ Grant credit for internship
- ☐ Develop a plan for merging evaluation
- ☐ Follow-up study to evaluate program effectiveness

Planning Notes

This section is designed to assist you in working out plans for the effective use of cooperative internship activities/approaches by your department. These points are based on the specific items identified in the Planning Steps Checklist. The purpose of these Planning Notes worksheets is to focus attention on gathering information, organizing details, and defining department objectives that are critical to involving business, industry, labor representatives in this type of activity/approach.

List of Planning Notes Topics:

1. Determine Support:
   Are faculty and administration sympathetic to internships?
   What are the values of such arrangements to the department?

2. Plan Funding:
   Where will adequate sources of funding be obtained from to assure the success of the program?

3. Plan for Advisory Committee:
   What lay persons will be active on the advisory committee?
   What sources should be investigated?
   What criteria should be developed for selection?

4. Plan for Coordinator:
   Who will be responsible for this program and what experiences must he/she possess?

5. Plan Delivery System:
   What will by your program objectives?
   What items will be included in the delivery system?

6. Determine Responsibilities:
   What are the responsibilities of employers, coordinators, and interns?
   When, where, and how will interns and sponsors and supervisors be oriented to their responsibilities?

7. Plan Publicity:
   How do you intend to disseminate information about the internship?

8. Assess Competencies:
   How do you intend to assess competencies and interns' needs?

9. Select Interns:
   What criteria will be established when selecting interns?
   What should your interview guide (candidate) contain?

10. Identify Sites:
    How do you intend to locate and select training sites?

11. Plan Administrative Details:
    What type of financial arrangements and time schedule for internships and the granting of credits have you set?

12. Determine Training Plan and Assignments:
    What should an internship training plan include?
    What type of assignments will the interns perform?

13. Examine Liability Responsibilities:
    Have the liability aspect relating to personnel and interns been examined?

14. Plan Supervision:
    How do you intend to monitor and supervise internship activities?
    When will individual conferences, seminars with interns be held?

15. Plan Evaluation:
    How do you intend to evaluate the intern?
    How do you intend to evaluate the program?
    What is your plan to merge all evaluation data?

Planning Notes

1. Determine Support

Are faculty and administration sympathetic to internships?
What are the values of such arrangements to the department?

2. Plan Funding

Where will adequate sources of funding be obtained from to assure the success of the program?

3. Plan for Advisory Committee

What lay persons will be active on my advisory committee?
What sources should be investigated?
What criteria should be developed for selection?

4. Plan for Coordinator

Who will be responsible for this program and what experiences must he/she possess?

5. Plan Delivery System

What will be your program objectives?
What items will be included in the delivery system?

6. Determine Responsibilities

What are the responsibilities of employers, coordinators and interns?
When, where, and how will interns and sponsors and supervisors be oriented to their responsibilities?

7. Plan Publicity

How do you intend to disseminate information about the internship?

8. Assess Competencies

How do you intend to assess competencies and interns needs?

9. Select Interns

What criteria will be established when selecting interns?
What should your interview guide (candidate) contain?

10. Identify Sites

How do you intend to locate and select training sites?

11. Plan Administrative Details

What type of financial arrangements, time schedule for internships and the granting of credits have you set?

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What should an internship training plan include?
What type of assignments will the interns perform?

13. Examine Liability Responsibilities

Have the liability aspect relating to personnel and interns been examined?

14. Plan Supervision

How do you intend to monitor and supervise internship activities?
When will individual conferences, seminars with interns be held?

15. Plan Evaluation

How do you intend to evaluate the intern?
How do you intend to evaluate the program?
What is your plan to merge all evaluation data?

Selected References

This part of the handbook section lists selected reference materials that pertain to cooperative internships. In addition to these materials, each service area has a multitude of organizations and publications that are related to that particular service area. The library should be helpful in identifying these. You are encouraged to add to this list.

Print Materials

Colvin, T.S. "Internship in Off-Farm Agriculture." *The Agriculture Education Magazine,* May 1971, Vol. 43, No. 11, p. 266.

Hulle, W. *Cooperative Vocational-Industrial Teacher Education Task Force Report—NAITTE.* Keene State College: Department of Industrial Education, Keene, New Hampshire, 1976.

Larson, M.E. and Valentine, Ivan E. *An Internship Program for Occupational Teachers Involving Industry-Exchange, Curriculum Building, Career Education, or Leadership Development Experiences, Final Report.* Fort Collins, Colorado State University: Department of Vocational Education, June 1974. (ED 099 571)

Little, K. J. *Review and Synthesis of Research on the Placement and Follow-up of Vocational Education Students.* Columbus: The Center for Vocational Education, The Ohio State University, 1970.

Mason, R. E. and Haines, P. G. *Cooperative Occupational Education and Work Experience in Curriculum.* Illinois: Interstate Printers and Publishers, Inc., 1972.

Newell, C. A. *Handbook for Development of Internship Programs in Educational Administration.* New York: Teacher College, Columbia University, 1952.

Pautler, A. J. and Buzzell, J. C. *Cooperative Educational Program for Prospective Vocational-Technical Education Teachers.* New Brunswick: Rutgers University, 1968.

Renetzky, A. and Schlachter, G. A. *Directory of Internships, Work Experience Programs, and On-The-Job Training Opportunities.* California: Ready Reference Press, 1976.

Smith, C. W. "Internships in Nonfarm Agriculture for Prospective Teachers." *The Agriculture Education Magazine,* February 1975, Vol. 47, No. 8, pp. 186-187.

Sexton, C. N. *In-Service Work Experience Internship Program for Occupational Education Teachers.* Charleston: Eastern Illinois University, Department of Health Education, 1974. (ED 097 461)

Stitt, R. R. "Internship—A Tool for Upgrading and Maintaining Proficiencies Required by Experienced Agriculture Occupational Teachers" in *The Journal of The National Association of Colleges and Teachers of Agriculture*, Vol. XIII, No. 1, March 1969, pp. 10-13.

Stitt, R. *Structured Occupational Internship for Experienced Vocational Teachers*. Carbondale: Southern Illinois University, 1970. (ED 053 288)

Yoder, P. E. and Bender, R. E. *Development and Implementation Programs in Agricultural Occupations for Present and Prospective Vocational Agriculture Teachers.* Columbus: The Ohio State University, Department of Agricultural Education, 1976.

Resource Materials

The example materials illustrated in this section are designed to be adapted and used selectively as your situation dictates. The purpose of these materials is to show a variety of standard forms, letters, suggested procedures, and other similar aids that would be useful to vocational teacher education departments in promoting and developing improved linkages with the business, industry, labor community in their area.

Table of Figures:

3.1 Sample Internship Information Sheet (adapted from Colorado State University Department of Vocational Education)

3.2 Sample Newspaper Article (Colorado State University Department of Vocational Education)

3.3 Sample Application (adapted from Colorado State University Department of Vocational Education)

3.4 Suggested Questions for Interview of Prospective Interns (adapted from Colorado State University—Department of Vocational Education)

3.5 Sample Summary Candidate Evaluation Worksheet (adapted from Colorado State University—Department of Vocational Education)

3.6 Portion of an Intern Task and Skill Self-Assessment (adapted from Ohio State University—Agricultural Education Department)

3.7 Sample Work Agreement (adapted from Colorado State University—Department of Vocational Education)

3.8 Sample Intern Assignment Description (adapted from Ohio State University—Agricultural Education Department)

3.9 Sample Agenda for Intern Orientation

3.10 Sample Coordinator's Site Visit Report (adapted from Colorado State University—Department of Vocational Education)

3.11 Sample Intern Activity Report (adapted from Colorado State University—Department of Vocational Education)

3.12 Sample Participant Program Evaluation Form (adapted from Colorado State University—Department of Vocational Education)

3.13 Sample Employer Evaluation of Intern Form (adapted from Colorado State University—Department of Vocational Education)

3.14 Sample Program Participant Follow-Up Form (adapted from Colorado State University—Department of Vocational Education)

3.15 Sample Health, Services, Accident, and Liability (Colorado State University—Department of Vocational Education)

(Name of University)

(Department Title)

STATE PROFESSIONAL DEVELOPMENT PROGRAM INTERNSHIP

A continuation of the INTERNSHIP PROGRAM with (state name) and EPDA support provides opportunities for interested individuals to participate during (date).

PARTICIPANT CLASSIFICATIONS: This proposal provides for four different groups to participate:

A. GRADUATE STUDENTS — Individuals preparing for positions as leaders in administration, curriculum development, career education.

B. UNDERGRADUATE STUDENTS — Individuals needing additional work experiences in industry, business, or agriculture.

C. VOCATIONAL TEACHERS — Persons desiring updating experiences in industry, business, or agriculture.

D. POTENTIAL — Individuals from industry, business, or agriculture desiring to teach in vocational and/or technical education.

ACTIVITIES: An approved, coordinated, and supervised work internship program will be planned for individuals in accordance with the above classifications.

LENGTH OF INTERNSHIPS: Each internship will be planned for a university quarter (approximately __ weeks). As much as possible this will be scheduled to coincide with calendars established for individuals in participating institutions.

CREDITS: (#) credits may be earned for successful completion of the internship in (VE 593, number and title of course INTERNSHIP IN VOCATIONAL EDUCATION). This course may be either undergraduate or graduate credit.

Participants will maintain a daily diary and make other reports.

STIPEND: A stipend of ($) will be provided for individuals who complete the program.

APPLICATION: Contact for application form or additional information:

(Name of Contact)
(Address)

Figure 3.1 Sample Internship Information Sheet

INTERNSHIPS — AN ANSWER TO KEEPING UP WITH PROGRESS FOR VOCATIONAL EDUCATORS

Dr. Milton E. Larson,
Professor of Vocational Education
Colorado State University

Keeping up with new developments and changes are challenges for both vocational teachers and administrators. One way of accomplishing this is through internships, including some financial assistance and university credit, are available this year through a program supported by the State Board for Community Colleges and Occupational Education under E.P. D.A. and directed at Colorado State University.

Internships are arranged for ten-week periods during the school year for vocational teachers and administrators. Some may be interested in new experiences in industry, business or agriculture. Others may desire advanced or exploratory experiences of a leadership nature with educational agencies or institutions. This year special attention will be focused on individuals interested in CURRICULUM DEVELOPMENT and CAREER EDUCATION.

Internships can be arranged for employed secondary and post-secondary vocational teachers as well as for individuals at CSU preparing to enter the field.

Six credits, graduate or undergraduate, and a stipend of $325 is provided to those who successfully complete the program. Twenty-seven individuals have participated in such an experience, under this program, in the past. Some have interned with such firms as Hewlett-Packard (Colorado Springs and Loveland); Aqua Tech Corporation, Fort Collins; C.F. and I. Steel Company, Pueblo; Denver Tool Crib, Denver; and Mr. Steak, Pueblo. Others have interned at institutions such as Denver Community College (north and Red Rocks Campuses); Otero Junior College, La Junta; Widefield High School, Security; The State Board for Community Colleges and Occupational Education, Denver; and the U.S. Office of Education, Region VIII, Denver.

Arrangements for internships are made after the application has been received and the background and desires of the individual seeking the internship have been carefully reviewed. Careful placement, coordination and followup is a part of the operational procedure.

If you, or a member of your faculty are interested in this program or would like an application blank and further information call or write NOW to:

Dr. Milton E. Larson
Project Director and
Professor of Vocational Education
115 Vocational Education Building
Fort Collins, Colorado 80521

Figure 3.2 Sample Newspaper Article

(Name of University)

(Department Title)

STATE PROFESSIONAL DEVELOPMENT PROGRAM INTERNSHIP

APPLICATION

1. Name of Applicant: Mr. Mrs. Miss _____ (Last) (First) (Middle)

2. Age _____ Date of Birth _____ Social Security No. _____

3. Home Address:
   Street: _____ City _____
   State: _____ Zip Code _____ Telephone Number _____

4. Present: _____ Employer (or) ___ Educational Institution (Complete below):
   Name (Employer or school) _____
   Street _____ City _____
   State _____ Zip Code _____ Telephone Number _____

5. Title of present position (or student classification) _____

6. Education (List most recent first, indicate others in descending order).

Institution	Address	Degree or Diploma	Year Received	Major Field

7. Work Experience (List most recent or most applicable first).

Position	Address	City	State	No. of Years

8. Briefly indicate why you are interested in participating in this internship program. Relate your personal objectives to possible participation in this program.

_____

Figure 3.3 Sample Application

9. If selected, would you be able to participate for an eleven-week period?

   Yes ____ No ____

   Prefer: Fall Quarter ____ Winter Quarter ____
   Spring Quarter ____ Summer Quarter ____

   Other 11 week period (Indicate) _____ to _____.

10. I have been admitted to (name of university) Yes ____ No ____
    Degree sought or immediate goal _____
    Program _____

11. I plan to apply for admission to (name of university) Yes ____ No ____
    Program _____

12. I have a vocational credential valid in (state) Yes ____ No ____
    Other state: _____
    I am applying for a credential in (state) Yes ____ No ____

13. My service area is _____

14. Other significant information:

    _____

    _____

    _____

    _____

    _____

    _____

15. Reference: (List three)

NAME	ADDRESS	TELEPHONE NUMBER

Date _____ Signature: _____

NOTE:
Attach a copy of transcript of institutions attended and resume (if available).

If additional space is desired for any of the numbered items, complete on the reverse side, identifying with the number of the items.

Figure 3.3 continued

16. Any problems? _____ If yes, explain and state possible solution(s).

_____

_____

_____

_____

17. Is the work assignment, as initially drawn up, being followed? _____

18. Did the intern give the coordinator his daily diary copies? _____

19. Other _____

_____

_____

_____

_____

20. Next appointment:

Date _____

Time _____

_____
Coordinator

_____
Date

NOTE: Since later evaluation of the above statements must be considered in light of the length of the assignment, the coordinator should state the week of the assignment just completed prior to the visit.

Number of weeks completed. _____

Figure 3.3 continued

(Name of University)

(Department Title)

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

SUGGESTED QUESTIONS FOR INTERVIEW OF
PROSPECTIVE INTERN

1. Did (or do) you have special reasons for selecting teaching as a career?
2. What are your short term and long term teaching goals? Do you have certain positions in mind as your goal 5, 10, 15 years hence?
3. Why are you interested in an internship? Are the purposes of the internship clear?
4. What type of internship position do your desire? Do you have a second and a third choice?
5. Please tell us about your past work experiences and your educational experiences?
6. How do you see the internship helping you to achieve your goals?
7. Do you see an area of your background which would be strengthened by the internship experience?
8. If you accept an internship position, do you see opportunities to not only help yourself, but also to help the University and the sponsor?
9. What kind of an internship position would you prefer? What do you see as the kinds of duties or tasks you would like to do?
10. Do you have in mind any particular location where you would like to intern? Any particular employer? Do you know who should be contacted within the organization about this matter?
11. Are there any special needs that should be considered relative to your possible internship?
12. Do you have a car available for transportation?
13. Would you accept a position in a location other than that indicated?
14. Are there any other bits of information that we should know about you, or your plans relative to this possible internship?

Figure 3.4 Suggested Questions for Interview of Prospective Interns

SUMMARY CANDIDATE EVALUATION

Date _____ Name _____

	Outstanding	Excellent	Good	Fair	Poor	Can't say
1. HOW WOULD YOU DESCRIBE THE CANDIDATE'S GENERAL APPEARANCE? (Consider dress; grooming; bearing; physical defects, if any, etc.)						
2. WHAT IS YOUR ESTIMATE OF THE CANDIDATE'S ENTHUSIASM? (Consider his attitude toward this project; his outlook toward his profession; purpose in life, etc.)						
3. WHAT WAS THE QUALITY OF HIS TEACHING EXPERIENCE? (Consider the relationship of his teaching experience to the needs of employment-bound youth; satisfactions from teaching; relationships and rapport with students and others, etc.)						
4. WHAT WAS THE QUALITY OF HIS WORK EXPERIENCE OTHER THAN TEACHING? (Consider the contribution of work experience to his effectiveness as a teacher; was it a satisfying experience? Is the work experience reported accurate?						
5. HOW WOULD YOU RATE THE CANDIDATE'S GOALS AND ASPIRATIONS? (Consider his reasons for being interested in this project; the realistic nature of his goals, etc.)						
6. HOW WOULD YOU RATE THE CANDIDATE's COMMUNICATION SKILLS? (Consider ability to express himself; proper English usage; fluency, etc.)						
7. WHAT WAS THE CANDIDATE'S ATTITUDE TOWARD THE INTERVIEW AND THE INTERVIEWER?						
8. HOW WOULD YOU RATE THE CANDIDATE'S LEVEL OF MATURITY? (Consider his self-understanding, judgment, rationality.)						

Figure 3.5 Sample Summary Candidate Evaluation Worksheet

Overall appraisal (check one)

___ Recommended very highly
___ Recommended highly
___ Recommended
___ Recommended with reservations
___ Not recommended

Comments:

Signature of Interviewer _____

--Adapted from instrument developed by Ralph C. Wenrich, University of Michigan.

Figure 3.5 continued

Intern _____

Date _____

INTERN TASK AND SKILL

SELF-ASSESSMENT IN FORESTRY

FORESTRY TASKS AND SKILLS	Can Perform Without Supervision	Can Perform With Supervision	Can Not Currently Perform	Comments
TIMBER PRODUCTION				
Producing Seedlings in Nurserys				
Take soil samples				
Interpret soil test results				
Apply lime and fertilizers				
Fumigate seedbed to prevent damping-off				
Till seedbed				
Treat seeds				
Broadcast seeds				
Cover seeds				
Mulch seedbed				
Water				
Weed nursery stand				
Provide shading for nursery stand				
Identify diseases and insects				
Apply chemicals to control diseases and insects				
Calibrate chemical applicators				
Determine when seedlings are ready to harvest				
Harvest seedlings				
Pack seedlings				
Label packages for shipment				
Identify species				
Establishing Timber Stands				
Develop reforestation plan				
Determine tree spacing				
Determine stocking rates				
Prepare seedbed with mechanical means and chemical means				
Transport seedlings				
Plant seedlings by hand or machine				
Broadcast seeds by hand broadcasting, machine or airplane				
Determine germination and survival rate				

Figure 3.6 Portion of an Intern Task and Skill Self-Assessment

(Name of University)

(Department Title)

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

AGREEMENT

State Professional Development Program Internship

Preamble:

(Name of University) through its (department title) and in cooperation with the State Board for Community Colleges and Occupational Education, and the Office of Education, U.S. Department of Health, Education, and Welfare, is undertaking a pilot internship program for the training, exchange and transition of Vocational Education and business, industry, agricultural and government personnel. An exchange of personnel, on a carefully planned structured program, will improve communications, enhance educational personnel and strengthen industry's present and future employees. The pilot internship will help immeasurably to develop and refine essential methodology, gather data and formulate operational guidelines for later expanded programs of internship.

Agreement:

Sponsor: The industry, agency, institution or district, hereafter called the sponsor, shall provide opportunity for learning under supervision, in accordance with the program assignment which is attached to this agreement and which is developed and agreed to by all parties.

Intern: The intern shall perform the work assignment on the job as a professional, devoting full time to the duties, according to the policies and regulations of the sponsor-employer and his functional assignment. The intern will assume the duties assigned as detailed in the agreement. He shall help develop the program assignment and advise as to program revisions during and after the internship.

University: The University shall coordinate the learning experiences of the intern with the program opportunities provided by the sponsor. The university, in cooperation with the intern and the sponsor, will develop the program assignment. It shall also maintain an on-going evaluation through observation, reports and consultation with the intern and supervisor(s) to continually be alert to changes or needs that will make the program and learning process as effective as possible. The university will also award (=) hours college credit to the intern who successfully completes the requirements of the eleven week internship.

Figure 3.7 Sample Work Agreement

Payments

The intern, who is a full-time student prior to the beginning of the internship, shall receive a stipend of (dollar amount) as identified in the grant agreement with the university. Payments shall be made _____ _____ to help cover expenses coincident with fulfilling this internship.

Any compensation other than as indicated above constitutes a separate agreement between the intern and the sponsor. The university shall be informed of the provisions of such agreement.

The intern, who is employed full-time in the industry-education exhange program, shall also receive a stipend of (dollar amount) as specified in the grant agreement with the university. Each individual shall continue to receive such compensation as has been agreed to by the original employer.

Summary:

It is further understood and agreed that many details which are inherent to a program of pilot internship of vocational education can not be entirely foreseen. Each party, in cooperation with the other parties, will give his best efforts in review and make decisions to afford the best methods of handling these details as they arise.

For the Sponsor _____

Date _____

_____

Title _____

Intern _____

Date _____

_____
(address)

For the University _____

Date _____

Title _____

"Discrimination based solely upon race, color, creed, sex, or national origin and which is without appropriate basis of distinction is contrary to the purposes and policies of the University and violates the spirit and intent of civil rights laws of (state)."

Figure 3.7 continued

(Department Title)

(Name of University)

(Address)

INTERN ASSIGNMENT DESCRIPTION

Student's Name _____ Phone ( ) _____
Last First Middle

Internship Mailing Address _____
Street City State Zip

Student's Social Security Number _____

Program _____

Employer Name _____ Phone ( ) _____

Address _____
Street City State Zip

Name of Supervisor _____ Title _____

Dates of Employment _____ to _____

Activities in which student will participate (use extra page if necessary)

_____

_____

_____

Daily hours of work _____ a.m. to _____ p.m. Day per week _____

Remuneration employer is to pay this student _____ per hr. wk. mo.

Other Information _____

On back, diagram a simple map showing location of employer, street names and distance on the main highways.

The undersigned agree to conform with this agreement and two weeks notice must be given to all parties before this agreement is terminated.

Signed: Approved by Employer _____ Date _____

Approved by Student Intern _____ Date _____

Approved by Coordinating Teacher _____ Date _____

Approved by Dept. Coordinator _____ Date _____

Figure 3.8 Sample Intern Assignment Description

(Name of University)

(Department Title)

AGENDA

(Date)
(Time)
(Room)
(Building)

Introductions

Overview of Internship Program

Rules and Regulations

Reporting Procedures

Figure 3.9 Sample Agenda for Intern Orientation

(Name of University)

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERSHIP

(Department Title)

PROGRAM COORDINATORS SITE VISIT REPORT

Student's Name _____ Assignment _____

Institution _____ Address _____

Supervisor _____ Title _____

	Yes	No	Don't Know
1. Is he given the responsibility he seeks?			
2. Is he aware of the skills and abilities needed for the role he seeks?			

3. Intern's opinion of his progress. _____

_____

_____

_____

4. Coordinator's opinion of his progress. _____

_____

	Yes	No	Don't Know
5. Is the supervisor satisfied with his progress?			
6. Is the intern succeeding in his objectives?			
7. Does he offer constructive ideas to his supervisor?			
8. Does he understand the duties of his supervisor and others to whom he is assigned?			
9. Is he positive toward his training assignment?			
10. Does he readily accept suggestions from others?			
11. Does he exercise initiative to learn more than his assignment requires?			

Figure 3.10 Sample Coordinator's Site Visit Report

12. Is he punctual in his attendance on the job?
13. Is his appearance and dress in keeping with his associates?
14. Are his relations with fellow employees satisfying and personal?
15. Does his supervisor seem very willing to assist in his progress?

Figure 3.10 continued

3.54

Date Received _____
Dept. Coord. Initials _____

(Department Title)
(Name of University)
(Address)

INTERN ACTIVITY REPORT

Report by _____ for the period of _____ 197 ___

to _____ 197 ___ Employment address _____

Phone ( ) _____

Internship Program (Check)

___Production Agriculture
___FBPA Farm Management
___Small Animal
___Agricultural Business, Supplies, and Services
___Agricultural Mechanics
___Agricultural Products (Food Processing)
___Horticulture
___Agricultural Resources
___Environmental Protection
___Forestry

Work Experiences

Breakdown of Jobs Performed (Be Specific)	Approx. No. of Hrs. on Each Job Per Reporting Period
Total Number of Hours Worked	

Skills Learned:	Some	Average	High

Time absent from duty: Days ___ Hours ___

Reason for absence(s) _____

Number of personal conferences between Manager and Intern _____

Subject _____

At the end of (report period) complete one form and mail to your Departmental Coordinator

Submitted by: _____ Verified by: _____

Figure 3.11 Sample Intern Activity Report

(Name of University)

(Department Title)

STAFF PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

PARTICIPANT PROGRAM EVALUATION

(Read each question carefully and check the answer that most nearly expresses your feelings. If you check "undecided" it will mean you have no opinion. Where asked why, please amplify on your opinion).

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The program assignment was properly planned with adequate time allowed to complete it.					
2. I succeeded with my original objectives for the internship.					
3. My future plans have changed as a result of this internship. Why? _____					
_____					
4. Routine and special tasks assigned by my supervisor were completed to my satisfaction.					
5. I gained valuable experiences not available in the classroom.					
6. The internship was less educational than expected.					
7. The organizational structure of my assigned industry, agency or institution is clear to me.					
8. Because of this internship, I can make a more meaningful contribution to a future job.					
Why? _____					
_____					
9. A different placement would have been more worthwhile.					
10. I was readily accepted as "part of the team" in my assigned organization.					
11. More responsibility would have been desirable.					
Why? _____					
_____					

Figure 3.12 Sample Participant Program Evaluation Form

12. "Feedback" to University personnel was adequate to handle any problems that arose.

13. My supervisor was helpful, cooperative, and interested in making this a useful learning experience.

14. Others within the organization were helpful.

15. Persons contacted outside this organization added much to this experience.

16. This type of organization is one in which I would be proud to serve.

    Why? _____

    _____

17. Considering the previous sixteen statements and other information you have gained during your internship, please comment on any part of your experience that was meaningful to you and how this program could be strengthened to benefit others. (Continue on the back of this page if necessary).

_____

_____

_____

_____

_____

_____

_____

_____

_____ _____

Date Intern

Figure 3.12 continued

(Department Title)
(Name of University)
(Address)

EMPLOYER EVALUATION OF INTERN

Employer: Please return this form in the attached envelope.

Student Intern's Name: _____

Please rate the intern on characteristics listed below. Check the appropriate space indicating your evaluation of the student to date.

	Superior	Good	Average	Fair	Poor
1. Punctuality					
2. Willingness to learn					
3. Dependability					
4. Thoroughness of work					
5. Acceptance of constructive criticism					
6. Personal appearance					
7. Cooperation with fellow workers					
8. Work speed					
9. Responsibility					
10. Acceptance by supervisors					
11. Acceptance by others					
12. Technical competence					

13. Other comments _____

_____

Date _____

Firm's Name _____ Address _____

Signature _____ Address _____

Figure 3.13 Sample Employer Evaluation of Intern Form

(Name of University)

(Department Title)

STATE PROFESSIONAL DEVELOPMENT PROGRAM
INTERNSHIP

INTERNSHIP PROGRAM PARTICIPANT FOLLOW-UP

INSTRUCTIONS: Please respond to each item by checking the response you feel is most appropriate for each item. NA (not applicable) may be checked if you are a full-time student. Disregard the numbering system in parentheses which is for tabulating purposes.

1. Current position in vocational and technical education.

   ( ) a. Full-time teaching
   ( ) b. Administration and supervision
   ( ) c. Education training in business or industry
   ( ) d. Unrelated to vocational and technical education
   ( ) e. Other (please detail) _____

2. Are you employed (or were you employed following your internship) in a position similar to or related to your internship?

   ( ) a. Yes
   ( ) b. NA
   ( ) c. No

3. Is your present position (or any subsequent position) within the same firm, agency, or institution in which you interned?

   ( ) a. Yes
   ( ) b. NA
   ( ) c. No

   If YES, do you feel it was a result of the internship?

   ( ) a. Yes
   ( ) b. NA
   ( ) c. No

4. If your position has changed since your internship, did the internship afford you personal contacts leading to your present position or to subsequent positions?

   ( ) a. Yes
   ( ) b. NA
   ( ) c. No
   ( ) d. Position is unchanged

Figure 3.14 Sample Program Participant Follow-Up Form

5. Considering the position you now hold (or positions held following your internship), how would you rate the overall experience gained from your internship?

   ( ) a. Very much related to my later position(s).
   ( ) b. Related, but not applicable less than 50% of the time.
   ( ) c. Valuable, but not related to my position(s).
   ( ) d. Of little or no present value.
   ( ) e. NA

6. Please rate the knowledge gained by you during the internship that assists you in problem solving at your present position or in involvements since your internship.

   ( ) a. Very useable in many situations.
   ( ) b. Useable in some situations.
   ( ) c. Seldom useable.
   ( ) d. Of no benefit.

7. Considering your formal college classroom instruction versus your internship experiences, what percentage of the experiences were meaningful reinforcement of your classroom instruction?

   ( ) a. None
   ( ) b. 10%
   ( ) c. 20%
   ( ) d. 30%
   ( ) e. 40% or more

8. Considering your formal college classroom instruction versus your internship experiences, what percentage of the experiences were not duplicated in the classroom?

   ( ) a. 100%
   ( ) b. 75%
   ( ) c. 50%
   ( ) d. 25%
   ( ) e. None

9. Because of your internship experiences, do you now see for yourself future implications for the following:

   A salary increase?

   ( ) a. Yes
   ( ) b. No

   An advancement in position?

   ( ) a. Yes
   ( ) b. No

   Increased performance on the job?

   ( ) a. Yes
   ( ) b. No

Figure 3.14 continued

10. In retrospect, has your attitude of personal gain toward your internship changed during the intervening time?

( ) a. Yes
( ) b. No

Please comment _____

_____

_____

_____

11. Would you recommend to others the internship method of gaining new educational experiences?

( ) a. Yes
( ) b. No

Why? _____

_____

_____

12. Your comments about the internship are earnestly solicited and will be much appreciated. You might reflect on how you could be better prepared for the internship, what courses could be offered that would re-enforce the internship experiences, needless duplication that occurred between the classroom and internship, more credit hours for the internship, or any subject you deem important to improve the internship.

_____

_____

_____

_____

_____

(If you desire, make additional comments on the back of this page.)

Thank you for your cooperation. Please return this form in the self-addressed stamped envelope to:

(Contact Name)
(Name of University)
(Address)

Figure 3.14 continued

COLORADO STATE UNIVERSITY
DEPT. OF VOCATIONAL EDUCATION

STATE PROFESSIONAL DEVELOPMENT
PROGRAM INTERNSHIP

HEALTH, SERVICES, ACCIDENT, AND LIABILITY

The Student Health Service: (See Colorado State University Bulletin, 1972-73 pp. 58-59)

"The University maintains and operates an out-patient clinic and infirmary in the Student Health Center Building. The out-patient clinic is open from 7:30 to 5:00 p.m., Monday through Friday while school is in session. Out-patient emergency care is available and the infirmary is in operation 24 hours a day, seven days a week while school is in session including the ten-week summer quarter.

Any full-time students are eligible for care at the Center and part-time students are encouraged to contact the Health Center and make individual arrangements best suited to their needs....

In conjunction with the health services offered, there is a supplemental sickness and accident insurance policy offered by an independent company which covers a major portion of the costs involved in maintaining optimum health. The insurance coverage is in effect during both the school term and vacation periods. It is the policy of the University that all students carry this supplemental insurance or have equivalent coverage by another company.

A complete statement of services offered by the Health Center is furnished to new students and is available at the STUDENT HEALTH CENTER OFFICE.

The above applies to interns who have met the stipulation indicated. Each individual should provide such additional insurance coverage as he or she deems necessary. Other coverage IS NOT provided through the INTERNSHIP PROJECT or COLORADO STATE UNIVERSITY.

Accident Coverage

It is strongly suggested that each intern secure accident insurance coverage to adequately protect himself or herself on the internship educational experience. Many individuals may already have such coverage. Arrangements should be made with your independent insurance company. Protection is not provided by the INTERNSHIP PROJECT or by COLORADO STATE UNIVERSITY to cover injury by accident while participating in the internship experience.

Liability Coverage

It is conceivable that the actions of an intern might result in an injury to an employee or other individual. Protection for the intern relative to such liability may be secured by:

1. Securing an endorsement to an existing HOMEOWNER'S POLICY
2. Purchasing a personal liability insurance policy (Cost about $10 from independent insurance companies).

The INTERNSHIP PROJECT or COLORADO STATE UNIVERSITY does not provide such insurance or assume liability.

Figure 3.15 Sample Health, Services, Accident, and Liability